



Situational Leadership Towards Teacher Performance A Literature Review

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Abstrak

Kepemimpinan situasional sangat penting, terutama jika diterapkan di institusi pendidikan. Namun, penelitian mengenai kepemimpinan situasional, khususnya di bidang pendidikan, masih sangat terbatas. Kepemimpinan situasional adalah pola perilaku yang ditunjukkan oleh seorang pemimpin ketika memimpin dan mempengaruhi aktivitas orang lain, baik secara individu maupun kelompok. Teori kepemimpinan situasional didasarkan pada hubungan antara: Tingkat bimbingan dan pengarahan (perilaku tugas) yang diberikan oleh pemimpin. Tingkat dukungan emosional (perilaku hubungan) yang diberikan oleh pemimpin. Dengan menggunakan tinjauan literatur, tujuan ini menguji pengaruh kepemimpinan situasional terhadap kinerja guru. Artikel-artikel yang telah dikumpulkan pada subjek yang sama dan diterbitkan dari tahun 2003 hingga 2023 ditinjau secara sistematis untuk pengumpulan data. Penelitian ini menggunakan 14 artikel jurnal nasional dan internasional dari Google Scholar dan Science Direct sebagai sumber referensi. Berdasarkan hasil temuan: (1) kepala sekolah menerapkan kepemimpinan situasional dalam merangkul semua pihak untuk melaksanakan tugasnya seperti memberitahu, menjual, berpartisipasi, mendelegasikan, (2) faktor pendukung penerapan kepemimpinan kepala sekolah berupa arahan dan motivasi kepada guru, karyawan, bersikap adil terhadap apa yang harus dilakukan, (3) dampak penerapan gaya kepemimpinan situasional kepala sekolah dapat dilihat dari tingkat kemampuan dan kedewasaan kepemimpinan situasional kepala sekolah dapat dilihat dari tingkat kemampuan dan kedewasaan yang dimiliki kepala sekolah

Kata kunci: kepemimpinan situasional, kepemimpinan, kinerja guru

Abstract

Situational leadership is very important, especially when applied in educational institutions. However, research on situational leadership, especially in the field of education, is still very limited. Situational leadership is a pattern of behavior shown by a leader when leading and influencing the activities of others, both individually and in groups. Situational leadership theory is based on the relationship between: The level of guidance and direction (task behavior) provided by the leader. The level of emotional support (relationship behavior) provided by the leader. By using a literature review, this objective examines the effect of situational leadership on teacher performance. Articles that have been collected on the same subject and published from 2003 to 2023 were systematically reviewed for data collection. This study used 14 national and international journal articles from Google Scholar and Science Direct as reference sources. Based on the findings: (1) the principal applies situational leadership in embracing all parties to carry out their duties such as informing, selling, participating, delegating, (2) supporting factors for the implementation of the principal's leadership in the form of direction and motivation to teachers, employees, being fair to what must be done, (3) the impact of implementing the principal's situational leadership style can be seen from the level of ability and maturity

Keywords: situational leadership, leadership, teacher performance

Introduction

Currently, Indonesia is experiencing low quality of education that occurs at every level of education. It must be admitted that the role and function of teachers in the learning process still dominate and have a strategic role, so that the success of educational goals is highly dependent on the contribution of teacher performance. This will later result in differences in teacher performance in improving the quality of education. The quality of teacher performance

occupies an important strategic position, because teachers are the vanguard of the entire school education process (Diwiyani & Sarino, 2018). Leadership is something that is very important in an organization. The school organization is led by a principal. As a leader, the principal takes various positive ways in carrying out his duties to achieve the agreed goals. The methods taken by the principal can be seen through his behavior in carrying out his daily leadership duties.

Principal leadership is one of

the factors that can encourage schools to realize the school's vision, mission, goals and targets through programs that are implemented in a planned and gradual manner (Mulyasa, 2002).

A leader means someone who is known by and tries to influence his followers, to realize what is his vision (Sagala, 2005). The above understanding is supported by the opinion of (Robbins & Judge, 2005) which gives the meaning of leadership as a process of influencing a group towards achieving a goal. This provides a perspective that a manager can behave as a leader, as long as he is able to influence the behavior of others to achieve certain goals. But a leader does not necessarily have to hold the position of manager.

A number of understanding Yukl's (2005) leadership is as follows: Leadership is the behavior of an individual who leads the activities of a group towards a goal that is to be achieved together. Leadership is interpersonal influence, which is carried out in a certain situation, which is directed through the communication process towards one or several specific goals. Leadership is the process of influencing the activities of a group.

Which organized towards the achievement of goals. Leadership is the process of giving meaning (meaningful influence) to a collective and resulting in a willingness to make the desired effort in achieving goals. From the several definitions, it can be concluded that leadership is a process of someone's activities who has the art or ability to influence, coordinate, and move individuals without being forced by any party so that they can work together regularly in an effort to achieve common goals that have been set or formulated. The definition of a principal can be interpreted as "Chairman" or "Leader" in an organization or institution. While a school is an institution where it becomes a place to receive and give lessons. Thus the definition of a principal can be defined as: "a professional teacher who is given the task of leading a school where the teaching and learning process is held (Sumidjo, 2013:83). From the various definitions above, it can be concluded that the leadership of the principal is ability Formobilize existing resources in a school and use them optimally to achieve the desired goals.

Style Leadership

Situational Words Leader have various definitions. There are as many definitions of a leader as there are individuals who are interested in the issue of the leader.

Therefore, leadership style is an

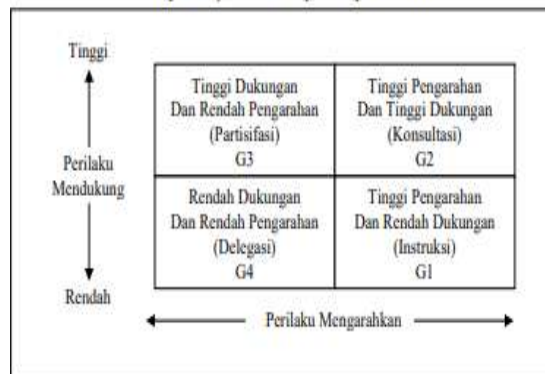
interactive impact of individual/personal factors with situational factors. Leadership theory situational based on the relationship between: The level of guidance and direction (task behavior) provided by the leader. The level of emotional support (relationship behavior) provided by the leader. The level of readiness shown in carrying out a specific task, function or goal (Hersey

behavior which will later involve task-oriented work relationships. The dimensions of the situational leadership style measurement category according to Hersey and Blanchard (Thoha, 1996) are identified in 4 dimensions/shapes are:

a. Telling

If a leader behaves in a way that informs, it means that his task

Gambar 1
Empat Gaya Dasar Kepemimpinan Situasional



& Blanchard, 1996:64). Situational leadership style is a pattern of behavior shown by a leader when leading while influencing the activities of others both as individuals and groups. 4 (four) basic leadership styles according to (Hersey & Blanchard, 2003:64). The four basic styles of situational leadership are shown in Figure 2.1 as follows:

Source: (Thoha, 2003:65)

Based on the image above, it can be understood that the four basic leadership styles are important for a leader in relation to the leader's own behavior in influencing his subordinates in this case, directing behavior and supporting

orientation can be said to be high and combined with a superior-subordinate relationship that cannot be classified as close, although it is not classified as an unfriendly relationship. In practice, what happens is that a leader formulates what role is expected to be played by subordinates by telling them what, how, when, and where activities are carried out. In other words, the leader's behavior is manifested in a directive style.

b. Selling

If a leader behaves in a "selling" manner, it means that he is starting from the orientation of formulating his tasks firmly combined with superior relations.

- intensive subordinates. With such behavior, not only the role of subordinates is clear, but also the leader provides implementation instructions accompanied by the support needed by his subordinates. Thus it is expected that the tasks that must be carried out are completed well.

c. Participating

the behavior of a leader in such a case is a low task orientation combined with an intensive superior-subordinate relationship. The most obvious manifestation of such behavior is that the leader invites his subordinates to actively participate in the decision-making process. This means that the leader only plays a role as a facilitator to facilitate the tasks of subordinates, which among other things is done by using effective communication channels.

d. Delegating

A leader in facing a certain situation can also use behavior based on a low task orientation. In practice, with such behavior a leader limits himself to giving direction to his subordinates and submits

Situational leadership style is applied by looking at the readiness and maturity of employees to carry out the work given by the leader. This readiness and maturity are obtained from the level of direction and guidance given by the leader and the emotional support given by the leader to employees. The

formation of readiness and maturity in employees can lead to increased performance. Situational leadership style is related to employee performance. Effective group performance depends on the right match between the interaction style of the leader and his subordinates and the extent to which the situation gives control and influence to the leader. An effective situational leadership style can improve the performance of all employees in achieving company goals. Thus, situational leadership style can be a good guideline in improving employee performance. The role of leadership style will be important and needed to align various needs and also to create a conducive work situation. In addition, it can encourage employees to behave in accordance with the company's stated goals. From the various ways carried out by leaders in motivating their subordinates to achieve company goals, in the end they must also be able to improve the performance of their subordinates. Indirectly, the leadership style of a leader also determines the formation of employee performance. The better a person's leadership style towards subordinates, the higher the performance of his subordinates. (Thoha, 1996).

Teacher performance is an effort by teachers to achieve educational goals expected by the school in the form of quality and quantity of work results such as: not being late in completing work, initiative in completing teacher

work, and the principal as a direct supervisor will evaluate teachers according to the work agreed upon together (Ardiana, 2017).

Teacher performance can be interpreted as the results obtained when teachers carry out tasks (teaching) according to performance standards set by the school, such as planning learning plans, implementing learning activities and evaluating learning outcomes. A teacher's performance is said to be good if the teacher is able to master and develop learning materials, learn creatively, demonstrate a high commitment to teaching tasks, work discipline, cooperate with all school residents and have personality, then it is said that teachers who perform well are considered role models for students (Dudung, 2018)

Teachers can be said to be a noble profession, and Indonesian society often calls teachers unsung heroes. This term is used because teachers are considered a profession that does not require compensation for their services. Teachers are the most influential factor in the process and creation of high-quality education (Kartowagiran, 2011). However, teacher performance can be disrupted if the principal's leadership is less than satisfactory and teacher resilience is not optimal.

According to Hoy and Miskel (1987), the concept of performance is the ability

to carry out tasks or work in accordance with attitudes, knowledge, skills, and work motivation. From this understanding it can be said that performance is directed at real and clear work results from an organization, or a person's performance is the culmination of three elements, namely: ability, effort and external conditions. Ability is the raw material brought by workers, in the form of skills, knowledge, experience and technical skills.

Suroso (2002) stated that low teacher performance is influenced by various factors. These factors are incentives/salaries for teachers nationally are still low, the principal's leadership style, teacher achievement motivation, teacher competence, minimal opportunities given to teachers to develop human resources through in-service training, lack of reading opportunities for teachers due to the problem of finding additional income, increasingly difficult promotion procedures, especially for groups IV/a and above, a feeling of not being proud to be a teacher, due to unfair treatment of teachers and a feeling of insecurity in carrying out their duties.

The main function of the principal as an educational leader is first the principal as an educational administrator, namely to improve the quality of his school, the principal can improve and develop school facilities in the form of equipment or tools included in the field

of educational administration. Second, the principal as an educational supervisor, namely efforts to improve quality can be done by improving the quality of teachers and all school staff through meetings, class observations, and so on (Purwanto, 2005). The task of the principal as a school leader is to mobilize all members who function in it to carry out the tasks and obligations that exist in the school.

The principal also gives high appreciation to the results of the teacher's work so that the teacher also has high work enthusiasm, he always maintains a good relationship with the teacher in order to create a harmonious and pleasant working atmosphere for the teacher where they do not feel bored or forced to carry out a job that has been assigned.

The principal does not impose his will on the teachers including in making a decision but based on a decision that has been agreed upon together. In applying the theory of situational leadership, the principal must be based on the results of the analysis of the situation faced at a certain time and identify the conditions of the members he leads. The principal must be able to overcome problems and make the right decisions. The right decision is a decision that is weighty and can be accepted by his subordinates. The role of the principal's situational leadership is very important in efforts to overcome various existing problems.

Principal Leadership

The term leadership is a translation of "leadership" which comes from leader which means leader, chairman, head. There are many definitions. leadership Which put forward by experts according to their individual perspectives from the most interesting aspects of various leadership phenomena that exist. There are many definitions of leadership. (Sumidjo, 2005:83). Based on the background that has been described, this literature review also contributes to adding to and developing existing literature in order to provide an understanding more about situational leadership on teacher performance

RESEARCH METHODS

The method used in compiling this article is a literature review as a basis. This literature review was conducted to analyze, critically examine, synthesize, to summarize And comparing research results obtained from certain sources related to topics relevant to the object being studied to reconstruct a research result and help researchers better understand the research topic in accordance with a good and correct scientific framework (Ridwan et al., 2021). Researchers use Google Scholar to collect articles from national and international journals to complete this research. Only articles published from 2003-2023 are included in the collection. Researchers selected 14

articles with the keyword leadership situational leadership, and teacher performance from various articles. In addition, the journals are thoroughly analyzed and compiled into the discussion of this article.

RESULTS AND DISCUSSION

The influence of situational leadership on teacher performance is the subject of the literature review, analysis, and summary of this journal article, which will be presented in this literature review the author found several things, namely:

The results of the study show that situational leadership style, organizational culture and organizational commitment jointly influence the performance of employees at the West Tanete Riattang District Office, Bone Regency and the variable with the most dominant influence is (The Last Supper (2020))

The implementation of situational leadership style by the Principal of SMP Negeri 1 Wamena, Jayawijaya Regency has been implemented effectively. The principal has implemented situational leadership style, from the indicator the principal plays a role as telling/informing has been implemented selling/peddling, participating/involving delegating /delegating Can. Creating a positive and supportive environment that encourages

collaboration Can Improve overall school performance. (Aisyah and Destiny (2017))

This study aims to analyze the contribution of the principal's situational leadership style and teacher self-resilience to teacher performance. The results of this study indicate that the principal's situational leadership style to teacher performance is 11.24%, teacher self-resilience to teacher performance is 51.04%, and the principal's situational leadership style and teacher resilience on teacher performance by 62.28% ((Possible and Wiyasa (2021))

The results of the data analysis show that the contribution of situational leadership to teacher performance is 6.33% while the contribution of the academic supervision approach to teacher performance is 29.22% and the contribution of teacher achievement motivation to teacher performance is 4.64%. Together, the three independent variables contribute 40.2% to teacher performance (Prayet al. (2014))

The results of this study are that the principal uses academic supervision techniques in class visits, where the principal directly observes learning activities in the classroom. Then the principal uses a private meeting technique when providing guidance to educators. The competence of the principal is very necessary in

implementing the teaching staff supervision technique because the supervision technique is very diverse and can be applied according to the conditions at school each. ((Ratnaet al. (2018))

The results of the study show that overall there is a significant influence between the academic supervision variable on improving teacher performance at SMP Negeri 3 Surabaya and SMP Negeri 4 Surabaya with a significance value of $0.000 < 0.05$ and the magnitude of the influence of the academic supervision variable on improving teacher performance at SMP Negeri 3 Surabaya and SMP Negeri 4 Surabaya based on the calculation of the coefficient of determination ((The Son and the Girl (2020))

Based on the results and analysis of the findings of the implementation of the situational leadership style of the principal of SMK Multazam Gisting. The success of an organization cannot be separated from various factors that support it. Situational leadership style can influence teacher and employee performance. ((Syarifudinet al. (2023))

The test results show that situational leadership style, work motivation and locus of control have a simultaneous effect on work performance, situational leadership style has no significant effect on work performance, while work

motivation has a significant effect on work performance. And location of control parthave an impact on job performance. ((The Last Supper (2009))

The results of the study show that the leadership of the head of the Sinjai Regency madrasah includes leadership roles as an educational leader, as an educational manager, as an educational administrator, as an educational supervisor, and as an educator ((Ma'ruf and Ramlan (2020))

The results of this study show that: (1) The principal applies situational leadership in embracing all parties to carry out his duties by acting as a teller, seller, participant, and delegator, (2) Supporting factors for the implementation of the principal's leadership include direction and motivation for teachers and employees, being fair about what needs to be done, (3) The impact of implementing the principal's situational leadership style can be seen in the level of ability and maturity that he has provide instructions, directions related to tasks so that the principal can assess how well big Teacher and employees are responsible for their duties. ((Nabila and Ghani (2022))

This value provides an understanding that the relationship between the principal's Situational Leadership and the Performance of State Vocational

High School teachers in Sintang Regency is positive, although not significant. This means that the higher the influence of the principal's Situational Leadership, the higher the Performance of State Vocational High School teachers in Sintang Regency. Sintang. (Asmawi et al.)

In this study, under the guidance of situational leadership theory, an evaluation and assessment system was designed for different levels of nurses in medical ethics, attendance, performance, theoretical learning, professional skills, teaching and so on. The data collected included the assessment results of nurses at all levels and the promotion of nurses. In addition, data on nurses' satisfaction with the evaluation system and their willingness to use it were collected through a questionnaire. The results confirmed that in 2021, 999 nurses from 1,037 clinical nurses in our institution completed the assessment. Overall, 888 passed the assessment, 111 failed, and 38 did not complete the assessment for various reasons. Three hundred and sixty-seven nurses were promoted based on the results of the comprehensive evaluation, and 111 nurses who failed the assessment were promoted. postponed according to A total of 945 questionnaires were collected, nurses' satisfaction with this job was 75.4%, and their willingness to regulate behavior according to the assessment content was 82.7%. (Luo et al. (2023))

Table 1 displays the descriptive characteristics of the sample. In contrast to the clinical study of Kangis and Lee-Kelley [42], which showed a predominance of female project manager graduates, the profile of this study appears more 'typical' of the industry in general. Of the 62 sample respondents, 77.4% were male aged between 31 and 40 and 41 and 50 years, and more than half (54.2%) did not have a university degree. Only 4.3% of male project managers have a higher degree. As expected, ((Lee Kelley and Leong (2003))

The four categories of leadership behavior in this model can be easily imagined as representing the various phases of clinical education that professional students might experience during their clinical training. During their first semester of clinical training, most students can be considered R1 students. By the end of the year, they have become more confident and can be considered R1 students. R2. Some students enter their clinical education as R2 with the initial confidence level. ((The Snails (2008))

RESULTS AND DISCUSSION

Based on the results of the analysis of 14 articles that have been collected regarding Situational Leadership on Teacher Performance, it can be concluded as follows:

Implementation Implement situational leadership style, from the principal's role as telling/informing selling/peddling, participating/involving delegating/delegating has been implemented. This can create a positive and supportive environment that encourages collaboration can improve overall school performance. The success of an organization will not be separated from various factors that support it. Situational leadership style can affect the performance of teachers and employees. The role of leadership as an educational leader, as an educational manager, as an educational administrator, as an educational supervisor, and as an educator

The results of this study show that: (1) The principal applies situational leadership in embracing all parties to carry out his duties by acting as a teller, seller, participant, and delegator, (2) Supporting factors for the implementation of the principal's leadership include direction and motivation for teachers and employees, being fair about what needs to be done, (3) The impact of implementing the principal's situational leadership style is that the principal can see the level of ability and maturity of teachers and employees by providing instructions and direction related to tasks so that the principal can assess how much teachers and employees are responsible for their duties.

In this study, under the guidance of situational leadership theory, an evaluation and assessment system was designed for different levels of nurses in medical ethics, attendance, performance, theoretical learning, professional skills, teaching and so on. The results of the study from 14 journal articles, 7 journals showed that situational leadership style contributed positively and significantly to Teacher performance. Then 7 journals showed that situational leadership style contributed positively although not significantly to Teacher performance.

CONCLUSION

An effective situational leadership style can improve the performance of all employees in achieving company goals. Teacher performance is an effort by teachers to achieve the educational goals expected by the school in the form of the quality and quantity of the work results of their subordinates. The results of this study indicate that: (1) The Principal applies situational leadership in embracing all parties to carry out their duties as telling, selling, participating, delegating, (2) Supporting factors for the implementation of the principal's leadership in the form of direction and motivation to teachers, employees, being fair about what must be done, (3) The impact of the implementation of the principal's situational leadership style can view the level of ability and maturity possessed by teachers, employees with provide instructions,

directions related to tasks so that the principal can assess how much teachers and employees are responsible for their tasks. The conclusion is that the success of an organization will not be separated from various factors that support it. Situational leadership style can affect the performance of teachers and employees.

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